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ABSTRACT

This report on public and private school administrators presents data on personal characteristics, salary and benefits received, highest degree earned, and years of experience. A mail sample survey form was mailed to the administrators of all 9,317 public and 3,513 private schools in the school samples. Response rates were 94.4 percent for public school administrators and 79.3 percent for private school administrators. National estimates are provided for all data, and state estimates are provided for public school administrators' salary, highest degree earned, and years of experience. Nine data tables are followed by technical notes that explain the survey methodology, and a copy of the questionnaire. (MLF)

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Selected Characteristics of Public and Private School Administrators

Charles Hammer
and
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Elementary and Secondary Education Statistics Division

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April 1990

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SELECTED CHARACTERISTICS OF PUBLIC AND PRIVATE SCHOOL ADMINISTRATORS (PRINCIPALS): 1987-88

Introduction

This report on public and private school administrators presents data on personal characteristics, salary and benefits received, highest degree earned, and years of experience. The data were collected on the School Administrator Questionnaire, one of seven questionnaires comprising the 1987-88 Schools and Staffing Survey (SASS), a survey developed by the U.S. Department of Education's National Center for Education Statistics, and conducted by the U.S. Bureau of the Census. This report provides National estimates for all data, and State estimates for public school administrators' salary, highest degree earned, and years of experience.

The SASS was a mail survey which collected public and private sector data on the Nation's elementary and secondary teaching force, aspects of teacher supply and demand, teacher workplace conditions, characteristics of school administrators, and school policies and practices. The seven questionnaires of the SASS are as follows:

1. The Teacher Demand and Shortage Questionnaire for Public School Districts (LEA's).
2. The Teacher Demand and Shortage Questionnaire for Private Schools.
3. The School Administrator Questionnaire.
4. The Public School Questionnaire.
5. The Private School Questionnaire.
6. The Public School Teachers Questionnaire.
7. The Private School Teachers Questionnaire.

The survey methodology is described in the Technical Notes section which follows presentation of the tables.

Table 1.--Number of school administrators by selected characteristics: 1987-88

Characteristic	Public	Private
Total administrators	77,890	25,401
Sex		
Male	58,585	12,131
Female	19,118	13,243
Not reported	--	--
Race		
American Indian, Aleut, Eskimo	821	--
Asian or Pacific Islander	434	--
Black	6,696	771
White	69,048	24,056
Not reported	890	--
Ethnic origin		
Hispanic	2,483	629
Non-Hispanic	73,245	24,167
Not reported	2,162	604
Age		
Under 40	14,430	7,608
40 to 44	17,755	5,352
45 to 49	16,408	4,497
50 to 54	14,936	2,979
55 or over	13,891	4,703
Not reported	469	--
Region		
Northeast	13,854	6,299
Midwest	22,465	7,644
South	25,890	6,995
West	15,680	4,463

-- Too few sample cases (fewer than 30) for a reliable estimate.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases, or item nonresponse.

NOTE: Cell entries may be underestimates due to item nonresponse (Not reported).

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Schools and Staffing Survey, 1987-88".

Table 2.--Number of school administrators, by highest degree earned and by selected characteristics: 1987-88

Characteristic	Total	No degree	Associate	Bachelor's	Master's	Education specialist	Doctorate*
Public							
Total administrators	77,890	--	--	1,886	41,587	27,375	6,960
Sex							
Male	58,585	--	--	1,099	32,603	20,071	4,787
Female	19,118	--	--	755	8,911	7,231	2,163
Race							
American Indian, Aleut, Eskimo	821	--	--	--	420	--	--
Asian or Pacific Islander	434	--	--	--	229	145	--
Black	6,696	--	--	--	3,445	2,472	770
White	69,048	--	--	1,758	37,071	24,194	5,943
Ethnic origin							
Hispanic	2,483	--	--	--	1,347	750	276
Non-Hispanic	73,245	--	--	1,729	39,152	25,807	6,476
Age							
Under 40	14,430	--	--	515	7,889	4,865	1,162
40 to 44	17,755	--	--	356	8,702	7,044	1,642
45 to 49	16,408	--	--	--	8,658	5,879	1,568
50 to 54	14,936	--	--	332	8,459	4,955	1,180
55 or over	13,891	--	--	370	7,759	4,397	1,328
Private							
Total administrators	25,401	727	--	6,530	12,964	3,097	1,608
Sex							
Male	12,131	--	--	3,188	6,019	1,187	1,106
Female	13,243	--	--	3,334	6,925	1,910	502
Race							
American Indian, Aleut, Eskimo	--	--	--	--	--	--	--
Asian or Pacific Islander	--	--	--	--	--	--	--
Black	771	--	--	--	434	--	--
White	24,056	700	--	6,224	12,257	2,961	1,460
Ethnic origin							
Hispanic	629	--	--	--	--	--	--
Non-Hispanic	24,167	718	--	6,150	12,344	2,976	1,536
Age							
Under 40	7,608	--	--	2,629	3,505	569	266
40 to 44	5,352	--	--	1,145	3,025	746	319
45 to 49	4,497	--	--	1,143	2,168	657	369
50 to 54	2,979	--	--	661	1,652	333	205
55 or over	4,703	--	--	860	2,539	723	433

* Includes a very small number of law and medicine degree recipients.

--Too few sample cases (fewer than 30) for a reliable estimate.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases, or item nonresponse.
NOTE: Cell entries may be underestimates due to item nonresponse.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Schools and Staffing Survey, 1987-88".

Table 3.--Average years of experience of school administrators, by selected characteristics: 1987-88

Characteristic	As a principal	Other elementary/ secondary administration	Teaching	Other elementary/ secondary experience	Outside elementary/ secondary education
Public					
Total administrators	10.0	2.6	9.8	1.2	1.0
Sex					
Male	11.2	2.6	9.0	1.0	1.1
Female	6.1	2.5	12.3	1.5	1.0
Race					
American Indian Aleut, Eskimo	9.9	2.8	9.1	1.8	1.3
Asian or Pacific Islander	7.7	2.7	10.8	1.8	0.4
Black	8.8	3.1	11.8	1.7	1.2
White	10.1	2.5	9.6	1.1	1.0
Ethnic origin					
Hispanic	6.6	3.1	9.8	2.3	1.3
Non-Hispanic	10.0	2.6	9.8	1.1	1.0
Age					
Under 40	4.3	1.6	7.8	0.9	0.7
40 to 44	6.8	2.5	9.2	1.2	1.0
45 to 49	10.0	2.8	10.3	1.2	0.9
50 to 54	13.2	3.0	10.6	1.3	1.3
55 or over	16.5	3.0	11.4	1.1	1.4
Private					
Total administrators	8.0	1.7	9.8	0.9	2.4
Sex					
Male	8.1	1.9	6.8	0.9	3.3
Female	7.8	1.5	12.5	1.0	1.5
Race					
American Indian Aleut, Eskimo	--	--	--	--	--
Asian or Pacific Islander	--	--	--	--	--
Black	6.8	2.5	10.2	1.6	2.6
White	8.0	1.7	9.8	0.9	2.3
Ethnic origin					
Hispanic	8.0	2.4	11.1	1.1	2.2
Non-Hispanic	7.9	1.7	9.7	0.9	2.4
Age					
Under 40	4.2	0.9	5.5	0.6	1.8
40 to 44	6.4	1.4	9.5	1.1	1.9
45 to 49	8.1	1.9	10.5	1.0	2.7
50 to 54	10.7	2.0	12.3	0.8	2.2
55 or over	14.1	2.9	14.4	1.4	3.7

-- Too few sample cases (fewer than 30) for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Schools and Staffing Survey, 1987-88".

Table 4.--Average annual salary of school administrators, by length of work year and by selected characteristics: 1987-88

Characteristic	Months		
	Ten or fewer	Eleven	Twelve
Public			
Total administrators	20,508	24,275	32,645
Average Salary	$38,726	$41,563	$44,252
Sex			
Male	39,143	41,488	44,509
Female	37,643	41,562	43,241
Race			
American Indian Aleut, Eskimo	--	--	43,706
Asian Pacific Islander	41,581	--	--
Black	42,796	42,843	43,319
White	38,136	41,397	44,319
Ethnic origin			
Hispanic	40,394	42,235	46,770
Non-Hispanic	38,536	41,521	44,192
Age			
Under 40	34,901	37,885	39,359
40 to 44	37,872	40,225	43,351
45 to 49	39,004	42,316	45,249
50 to 54	40,377	43,454	45,884
55 or over	42,272	44,080	46,999
Private			
Total administrators	6,124	3,194	15,679
Average Salary	13,182	23,505	22,651
Sex			
Male	13,963	32,553	25,752
Female	12,784	18,863	18,693
Race			
American Indian Aleut, Eskimo	--	--	--
Asian or Pacific Islander	--	--	--
Black	--	--	21,895
White	12,853	23,582	22,746
Ethnic			
Hispanic	--	--	23,101
Non-Hispanic	13,023	23,185	22,580
Age			
Under 40	15,658	23,390	20,024
40 to 44	13,965	22,022	24,980
45 to 49	12,466	23,971	25,287
50 to 54	11,944	23,171	23,443
55 or over	10,465	25,565	22,197

-- Too few sample cases (fewer than 30) for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Schools and Staffing Survey, 1987-88".

Table 5.--Number of school administrators, by benefits received and by sector: 1987-88

Benefit	Public	Private
Total Administrators	77,890	25,401
Housing or housing expenses	816	7,350
Meals	1,369	2,931
Tuition for children	--	5,925
College tuition for self	7,352	3,697
General medical insurance	66,466	16,956
Dental insurance	47,226	7,980
Group life insurance	51,890	8,443
Transportation/ car expenses	27,250	8,154
Pension contributions	45,558	10,381
None of the above	3,811	3,221

-- Too few sample cases (fewer than 30) for a reliable estimate.

Note: Details do not add to totals due to multiple responses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Schools and Staffing Survey, 1987-88".

Table 6.--Number of public school administrators, by highest degree earned and by State: 1987-88

State	Total	No degree	Associate	Bachelor's	Master's	Education specialist	Doctorate*
50 States and D.C.	77,890	--	--	1,886	41,587	27,375	6,960
Alabama	1,362	--	--	--	551	760	--
Alaska	449	--	--	--	258	--	--
Arizona	963	--	--	--	554	284	--
Arkansas	1,035	--	--	--	548	441	--
California	6,994	--	--	582	3,905	1,782	725
Colorado	1,206	--	--	--	636	307	264
Connecticut	944	--	--	--	--	686	--
Delaware	162	--	--	--	75	--	--
District of Columbia	182	--	--	--	117	--	--
Florida	2,086	--	--	--	1,499	349	--
Georgia	1,729	--	--	--	502	996	--
Hawaii	234	--	--	--	--	--	--
Idaho	524	--	--	--	339	--	--
Illinois	3,744	--	--	--	2,254	1,055	436
Indiana	1,838	--	--	--	685	990	--
Iowa	1,412	--	--	--	915	378	--
Kansas	1,404	--	--	--	1,039	--	--
Kentucky	1,363	--	--	--	--	1,141	--
Louisiana	1,418	--	--	--	709	653	--
Maine	704	--	--	--	422	--	--
Maryland	1,185	--	--	--	763	--	--
Massachusetts	1,743	--	--	--	936	576	--
Michigan	3,194	--	--	--	1,943	817	319
Minnesota	1,353	--	--	--	431	768	--
Mississippi	879	--	--	--	495	345	--
Missouri	1,962	--	--	--	1,037	657	--
Montana	581	--	--	--	463	--	--
Nebraska	933	--	--	--	502	317	--
Nevada	279	--	--	--	191	--	--
New Hampshire	432	--	--	--	256	--	--
New Jersey	2,222	--	--	--	1,272	592	345
New Mexico	633	--	--	--	408	--	--
New York	3,902	--	--	--	1,361	1,990	499
North Carolina	1,921	--	--	--	880	891	--
North Dakota	477	--	--	--	304	--	--
Ohio	3,747	--	--	--	2,682	827	--
Oklahoma	1,756	--	--	--	853	775	--
Oregon	1,192	--	--	--	566	421	--
Pennsylvania	3,248	--	--	--	1,219	1,674	305
Rhode Island	287	--	--	--	202	--	--
South Carolina	1,098	--	--	--	514	482	--
South Dakota	562	--	--	--	483	--	--
Tennessee	1,596	--	--	--	807	559	--
Texas	5,326	--	--	--	2,735	2,192	337
Utah	662	--	--	--	216	319	--
Vermont	374	--	--	--	236	--	--
Virginia	1,729	--	--	--	1,187	333	--
Washington	1,618	--	--	--	1,043	422	--
West Virginia	1,063	--	--	--	709	306	--
Wisconsin	1,837	--	--	--	1,302	456	--
Wyoming	344	--	--	--	225	--	--

*Includes a very small number of law and medicine degree recipients.

-- Too few sample cases (fewer than 30) for a reliable estimate.

NOTE: Details may not add to totals due to rounding or missing values in cells with too few sample cases, or item nonresponse.
NOTE: Cell entries may be underestimates due to item nonresponse.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Schools and Staffing Survey, 1987-88".

Table 7.--Average years of experience of public school administrators, by State: 1987-88

State	As a principal	Other elementary/ secondary administration	Teaching	Other elementary/ secondary experience	Outside elementary/ secondary education
50 States and D.C.	10.0	2.6	9.8	1.2	1.0
Alabama	10.7	1.9	9.7	1.2	0.9
Alaska	6.7	2.5	9.0	0.6	3.2
Arizona	8.8	2.4	10.1	1.1	1.9
Arkansas	10.3	1.8	9.1	0.5	0.9
California	8.4	3.8	10.6	1.8	1.4
Colorado	9.7	3.1	9.4	0.9	1.2
Connecticut	11.5	3.0	10.4	0.8	0.6
Delaware	10.4	3.2	8.8	1.2	2.0
District of Columbia	9.9	2.4	11.5	1.6	1.5
Florida	8.5	2.9	10.7	1.4	1.1
Georgia	9.3	2.5	10.1	1.0	0.7
Hawaii	8.1	3.2	11.3	2.0	0.3
Idaho	9.5	1.6	8.6	0.9	2.2
Illinois	10.8	2.8	9.7	1.2	1.0
Indiana	12.3	2.2	9.3	1.3	1.0
Iowa	13.2	1.8	8.6	1.2	0.5
Kansas	11.8	1.8	9.1	0.9	0.9
Kentucky	9.7	2.1	10.1	1.0	0.9
Louisiana	7.7	2.5	12.6	1.9	0.7
Maine	8.7	2.1	9.2	0.9	1.4
Maryland	10.8	3.4	10.0	2.0	0.6
Massachusetts	12.2	2.4	10.5	1.4	1.2
Michigan	10.7	2.7	9.1	1.1	1.1
Minnesota	12.6	1.8	8.4	0.8	0.8
Mississippi	9.7	1.8	10.7	1.2	0.8
Missouri	10.5	2.1	8.8	1.3	1.2
Montana	9.6	2.8	8.3	1.0	1.6
Nebraska	11.8	2.4	8.3	0.5	1.0
Nevada	10.6	2.8	8.8	1.3	1.6
New Hampshire	9.3	2.1	9.4	0.8	0.6
New Jersey	11.4	3.1	10.1	0.9	0.7
New Mexico	8.8	2.2	9.2	2.3	1.1
New York	9.7	3.7	10.9	1.2	0.7
North Carolina	11.2	2.0	9.5	0.7	1.0
North Dakota	9.9	2.1	8.2	0.2	0.8
Ohio	8.9	2.0	9.7	1.2	1.3
Oklahoma	8.5	1.2	8.7	1.2	1.0
Oregon	8.2	3.5	9.8	1.8	0.9
Pennsylvania	11.0	1.9	9.9	0.9	0.9
Rhode Island	8.6	2.7	13.1	1.0	1.1
South Carolina	10.8	2.2	8.7	0.9	1.1
South Dakota	10.9	2.3	8.9	0.5	0.8
Tennessee	10.1	1.4	10.3	0.8	1.2
Texas	8.5	2.9	10.7	1.3	1.2
Utah	7.6	3.1	10.3	0.8	1.1
Vermont	7.6	1.9	9.2	0.7	1.1
Virginia	9.5	3.5	9.0	0.9	0.8
Washington	9.8	2.5	8.9	1.1	1.0
West Virginia	11.0	1.4	8.4	0.5	0.6
Wisconsin	11.8	2.6	9.6	0.8	1.0
Wyoming	9.5	2.6	9.3	0.6	1.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Schools and Staffing Survey, 1987-88".

Table 8.--Average annual salary of public school administrators, by length of work year and by State: 1987-88

State	Months		
	Ten or fewer	Eleven	Twelve
Total administrators	20,508	24,275	32,645
50 States and D.C.	$38,726	$41,563	$44,252
Alabama	31,483	--	36,819
Alaska	56,259	--	--
Arizona	--	--	45,542
Arkansas	29,985	30,608	32,359
California	46,089	49,823	52,325
Colorado	40,559	46,507	--
Connecticut	--	--	51,262
Delaware	--	--	49,506
District of Columbia	--	--	45,408
Florida	--	42,065	45,711
Georgia	--	39,904	45,124
Hawaii	39,738	--	--
Idaho	32,255	--	--
Illinois	37,958	42,411	48,114
Indiana	38,332	40,742	47,092
Iowa	33,580	38,023	41,788
Kansas	36,376	39,593	--
Kentucky	--	35,285	39,823
Lousiana	32,834	32,309	34,535
Maine	27,819	--	35,361
Maryland	--	--	48,106
Massachusetts	38,798	45,319	45,853
Michigan	43,720	45,076	46,712
Minnesota	41,016	45,909	47,667
Mississippi	--	31,335	33,073
Missouri	32,376	37,823	39,424
Montana	34,093	--	--
Nebraska	32,189	37,112	--
Nevada	--	48,234	--
New Hampshire	--	--	38,115
New Jersey	--	--	53,056
New Mexico	34,765	38,182	36,221
New York	54,607	52,601	50,814
North Carolina	--	--	40,539
North Dakota	28,235	--	--
Ohio	39,098	40,161	43,912
Oklahoma	30,670	34,235	34,375
Oregon	36,614	40,715	40,793
Pennsylvania	40,639	--	42,711
Rhode Island	--	--	42,882
South Carolina	--	39,358	42,537
South Dakota	25,973	--	--
Tennessee	27,430	34,641	38,833
Texas	38,076	38,961	43,146
Utah	--	38,446	39,017
Vermont	--	--	36,898
Virginia	--	--	42,667
Washington	42,472	44,781	44,965
West Virginia	--	32,530	--
Wisconsin	39,047	39,793	42,949
Wyoming	41,147	--	--

-- Too few sample cases (fewer than 30) for a reliable estimate.

SOURCE: U.S. Department of Education, National Center for Education Statistics, "Schools and Staffing Survey, 1987-88".

Table 9.--Standard errors for school administrators key statistics: 1987-88

Characteristic	Public	Private
Sex		
Male	457	554
Female	407	447
Race		
American Indian, Aleut, Eskimo	118	46
Asian or Pacific Islander	59	78
Black	230	133
White	398	706
Ethnic origin		
Hispanic	143	166
Non-Hispanic	287	666
Number of administrators by degree		
No degree	31	201
Associate degree	11	132
Bachelor's degree	196	522
Master's degree	375	351
Education specialist	404	213
Doctorate	264	141
Average years experience		
As a principal	0.09	0.18
Other elementary/ secondary administrator	0.04	0.10
Teaching	0.05	0.22
Other elementary/ secondary experience	0.04	0.09
Other elementary/ secondary education	0.03	0.22
Average annual salary by length of work year		
Ten or fewer months	235	603
Eleven months	217	817
Twelve months	147	486
Average hours worked per week on school related activities		
Total	0.18	0.61

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey, 1987-88.

Technical Notes

Sample selection

Questionnaires were mailed to the administrators of all 9,317 public and 3,513 private schools in the school samples.[1] The public school sample was selected from the Quality Education Data (QED) file of public schools. All public schools in the file were stratified by the 50 States and the District of Columbia, and then by three grade levels (elementary, secondary, and combined). Within each stratum the schools were sorted by urbanicity, zip code (first two digits), highest grade in the school, and enrollment. For each stratum within each State, sample schools were selected by systematic (interval) sampling with probability proportional to the square root of the number of teachers within a school.

The private school sample was selected primarily from the QED file of private schools. To improve coverage, two additional steps were taken. The first step was to update the QED file with current lists of schools from 17 private school associations. All private schools on the QED file and the lists from the private school associations were then stratified by the 50 States and the District of Columbia. Within each State and the District of Columbia, schools were further stratified by three grade levels (elementary, secondary, and combined), and by thirteen affiliation groups. Within each stratum the schools were sorted by urbanicity, zip code (first two digits), highest grade in the school, and enrollment. Sample schools were then selected by systematic (interval) sampling within each stratum with probability proportional to the square root of the number of teachers. The second step was to include an area frame sample, contained in 75 Primary Sampling Units (PSU's), each PSU consisting of a county or group of counties. Within each PSU, an attempt was made to find all eligible (in scope) private schools. A telephone search was made, using such sources as yellow pages, Non-Roman Catholic religious institutions, local education agencies, chamber of commerce, local government offices, commercial milk companies, and commercial real estate offices. Roman Catholic religious institutions were not contacted because QED calls each Catholic diocese during its annual list update. The PSU's were stratified by Census geographic region: Northeast, Midwest, South, and West; Standard Metropolitan Statistical Area (SMSA) status, and private school enrollment. These PSU's were selected from the universe of 2,497 PSU's with probability proportional to the square root of the PSU population. All schools not on the QED file or the lists from the private school associations were eligible to

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[1] The other SASS samples were as follows: 5594 public school districts, 56,242 public school teachers, and 11,529 private school teachers.

be selected for the area frame sample. Schools in the area frame that could be contacted were sampled with probability proportional to the square root of the number of teachers. A systematic equal probability sample was then drawn from the schools in the area frame that could not be contacted.

The School Administrator Questionnaire was mailed to the administrator of each sampled school in February 1988. A second questionnaire was mailed to all nonrespondents in March, and a telephone followup on nonrespondents was conducted during April, May, and June.

Questionnaire response rates

The weighted responses were calculated using the sampling weights. Weighted response rates for the School Administrator Questionnaire were 94.4 percent for public school administrators and 79.3 percent for private school administrators.

Item descriptions

The School Administrator Questionnaire is shown in the Appendix. Specific data items in the tables and the corresponding questionnaire items are as follows:

Data item	Questionnaire item
Sex	9
Race	10
Ethnic origin	11
Age	12
Highest degree earned	1a
Average years of experience	
As a principal	5a+5b
Other el/sec admin.	5c
Teaching	2a
Other el/sec	5d
Outside el/sec	5e
Average salary	7a
Length of work year	7b
Benefits received	8

Item response rates

Unweighted item response rates for items used in this analysis are as follows:

Questionnaire item	Response rate(%) Public	Private
9	99.7	99.8
10	98.9	99.2
11	97.2	96.9
12	99.4	99.0
1a	100.0	100.0
5a	100.0	100.0
5b	98.6	98.3
5c	97.6	97.5
2a	99.7	98.3
5d	94.8	95.9
5e	94.8	96.1
7a	97.4	93.3
7b	99.5	98.6
8	99.5	98.3

Effects of item nonresponse and missing schools

There was no explicit imputation for item nonresponse and for a small number of schools which were found to be missing from the QED lists of public schools.

Not imputing for item nonresponse leads to a bias in the estimates. In tables 3, 4, 7, and 8, which present averages, the nature of this bias is unknown.

In tables 1, 2, 5, and 6, which present counts, the national estimate for public school administrators (77,890) is underestimated because of missing schools. The details for public school administrators are underestimated because of missing schools and item nonresponse, and the details for private school administrators are underestimated because of item nonresponse.

However, since the item response rates for items used in this analysis are all high (all items but those on salary had a response rate of at least 95 percent), bias in the estimates attributable to item nonresponse is not considered to be substantial.

Following the data collection, a comparison of SASS public school estimates with NCES' Public Elementary/Secondary School Universe Survey of the Common Core of Data (CCD) series revealed SASS estimates for some States that were considerably lower than CCD counts. Upon further examination it was discovered that the QED frame did not include all small Class 1 public school districts and that the QED definition of school varied somewhat from the CCD definition. Class 1 districts include only elementary schools, and

for Nebraska a comparison of the QED and CCD counts indicated there were about 275 of these districts, with an average of about 10.2 students per district. The small number of students per district suggests that these were, for the most part, one-school districts. Because of these missing schools the SASS national count of public school administrators and the count for Nebraska, in particular, are underestimated. As with the effects of nonimputation for item nonresponse, the effect of these missing schools on the nature of the bias for averages is unknown.

Large numbers of Class 1 districts were not found in other States. Therefore, much of the remaining discrepancies between SASS State estimates of public school counts and CCD State counts may be attributable to the difference between QED and CCD definitions of a school. This difference is discussed below in the section on Definitions.

Differences between administrator and school estimates

Estimates of the numbers of administrators shown in this report will differ somewhat from estimates of the numbers of schools. (Estimates of the numbers of schools will appear in subsequent reports.) These differences are attributable, largely,to small numbers of schools which reported not having an administrator.[2]

Standard errors

The estimates in these tables are based on samples and are subject to sampling variability. Standard errors were estimated using a balanced repeated replications procedure that incorporates the design features of this complex sample survey. The standard errors provide indications of the accuracy of each estimate. If all possible samples of the same size were surveyed under the same conditions, an interval of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the universe value in approximately 95 percent of the cases. Note, however, that the standard errors in the tables do not take into account the effects of biases due to item nonresponse, measurement error, data processing error, or other systematic error.

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[2] State estimates of the numbers of schools which reported not having an administrator were calculated and added to the State estimates of the numbers of administrators to obtain a total for each State. Inspection of the data indicated that these State totals were comparable to the corresponding State estimates of the number of schools.

Definitions

QED definition of school

The QED generally defines a school in terms of "building" as opposed to "administrative unit". For example, in most instances the QED counts an elementary school and a secondary school housed in one building as one school. In those States which house more than one administrative unit in a building, the QED count of schools is lower than the State count of schools reported on NCES's Public Elementary/Secondary School Universe survey of the Common Core of Data (CCD) series, because the CCD definition of school is in terms of administrative unit. Since the SASS made use of the QED file (the latest version of the CCD universe file was not available at the time the school sample was drawn), there are a number of instances in which the SASS estimates for States are lower than the CCD counts. Those states for which the SASS estimates of the number of schools are considerably lower than the CCD counts are Nebraska (about 31 percent lower), North Dakota (about 30 percent lower), and South Dakota (about 28 percent lower).

Further constraints applied in defining public and private schools were as follows:

Public schools
- -Instruction had to be provided to students in at least one of grades kindergarten to grade 12.

Private schools
- -Instruction had to be provided to students in at least one of grades 1-12.
- -Instruction could not be in a private home. (If it could not be determined that instruction was not in a private home, the school had to have at least 10 students or more than one teacher.)

Class 1 school district

A school district that maintains only elementary grades under the direction of a single school board.

Region

The geographical regions used by the U.S. Bureau of the Census.

West

Montana
Idaho
Wyoming
Colorado
New Mexico
Arizona
Utah
Nevada
Washington
Oregon
California
Alaska
Hawaii

Midwest

Ohio
Indiana
Illinois
Michigan
Wisconsin
Minnesota
Iowa
Missouri
North Dakota
South Dakota
Nebraska
Kansas

Northeast

Maine
New Hampshire
Vermont
Massachusetts
Rhode Island
Connecticut
New York
New Jersey
Pennsylvania

South

Delaware
Maryland
District of Columbia
Virginia
West Virginia
North Carolina
South Carolina
Georgia
Florida
Kentucky
Tennessee
Alabama
Mississippi
Arkansas
Louisiana
Oklahoma
Texas

Acknowledgments

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For More Information

For more information about this report, contact Charles H. Hammer, Elementary and Secondary Education Statistics Division, National Center for Education Statistics, U.S. Department of Education, 555 New Jersey Avenue N.W., Washington, D.C., 20208-5651, telephone (202) 357-6330.

FORM SASS-2
(10-30-87)

U.S. DEPARTMENT OF COMMERCE
BUREAU OF THE CENSUS
ACTING AS COLLECTING AGENT FOR
CENTER FOR EDUCATION STATISTICS
U.S. DEPARTMENT OF EDUCATION

SCHOOLS AND STAFFING SURVEY
SCHOOL ADMINISTRATOR QUESTIONNAIRE

1987-1988

OMB No. 1850-0621
Approval Expires December 31, 1988

This report is authorized by law (20 U.S.C. 1221e-1). Your answers will be kept strictly confidential. Results from this survey will appear in summary or statistical form only, so that neither individuals nor schools can be identified.

RETURN TO

Bureau of the Census
Current Projects Branch
1201 East Tenth Street
Jeffersonville, IN 47132

Please correct any error in name and address including ZIP Code.

Dear Principal:

The Center for Education Statistics (CES) of the U.S. Department of Education requests your participation in the School Administrator Survey for the 1987-88 Schools and Staffing Survey. Your school is one of 9,300 public and 3,500 private schools across the Nation selected to be in the sample.

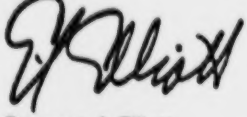
The Schools and Staffing Survey is an integrated set of surveys consisting of the Teacher Demand and Shortage Survey, the School and School Administrator Surveys, and the Teacher Survey. These surveys are revisions of previous CES surveys, designed to better measure critical aspects of teacher supply and demand, the composition of the administrator and teacher workforce, and the status of teaching and schooling generally. The purpose of the School Administrator Survey is to obtain information about the training, experience, and professional background of school principals.

The U.S. Bureau of the Census is conducting the surveys for the Center for Education Statistics by the authority of Section 406(b) of the General Education Provisions Act, as amended (20 USC 1221e). The data will be treated as confidential and will be reported only in statistical summaries that preclude the identification of any individual or school participating in the surveys.

We are conducting this survey with a sample of schools. While this minimizes overall response burden, the value of each individual survey response is greatly increased because it represents many other principals. I, therefore, encourage you to participate in this voluntary survey by completing this questionnaire and returning it within 2 weeks to the Bureau of the Census. A preaddressed envelope is enclosed for your convenience.

I thank you for your cooperation in this very important effort.

Sincerely,



Emerson J. Elliott
Director
Center for Education Statistics

Enclosure

If this school does **NOT** have an administrator, please mark (X) the box. → 011 1 ☐ School has no administrator

If you marked the box above, you do not need to complete this questionnaire. Please return it to the Bureau of the Census in the enclosed postage-paid envelope. Thank you for your cooperation.

INSTRUCTIONS

It is important that the questionnaire be completed by the school administrator (i.e., the principal or head), not by anyone else at the school.

If you are unsure about how to answer a question, please give the best answer you can and make a comment in the "Remarks" section.

If you have any questions, call the Bureau of the Census collect at (301) 763–2220.

Please return your completed questionnaire to the Bureau of the Census in the enclosed postage-paid envelope. Please return it within 2 weeks.

THANK YOU FOR TAKING PART IN THIS STUDY.

1a. Which of the following college degrees have you earned? *(Mark all the degrees you have earned.)*

b. What was your major field of study for each degree? *(Use the code numbers at right.)*

c. In what year did you receive each degree?

	Degree(s) earned *(Mark (X) all that apply)* (a)	Major field code (b)	Year received (c)
012	1 ☐ Associate degree or Vocational certificate	013	014 19__
015	2 ☐ Bachelor's degree	016	017 19__
018	3 ☐ 2nd Bachelor's degree	019	020 19__
021	4 ☐ Master's degree	022	023 19__
024	5 ☐ 2nd Master's degree	025	026 19__
027	6 ☐ Professional diploma or education specialist (At least one year beyond M.A. level)	028	029 19__
030	7 ☐ Doctorate (e.g., Ph.D.., Ed.D.)	031	032 19__
033	8 ☐ First Professional degree (e.g., M.D., L.L.B., J.D., D.D.S.)	034	035 19__
036	9 ☐ No Degree or diploma		

MAJOR FIELD CODE NUMBERS FOR QUESTION 1b

GENERAL

11 Agriculture and natural resources
12 Architecture and environmental design
13 Area and ethnic studies
14 Biological/life science
15 Business and management
16 Communications
17 Computer and information sciences
18 Engineering
19 Fine and applied arts
20 Foreign languages
21 Health professions
22 Home economics
23 Law
24 Letters (English, literature, speech, classics)
25 Library science
26 Mathematics
27 Military science
28 Multi/interdisciplinary studies
29 Philosophy and religion
30 Psychology
31 Public affairs and services
32 Theology

Physical sciences
33 Chemistry
34 Physics
35 Geology/earth science
36 Other physical sciences

Social sciences
37 Economics
38 History
39 Political science and government
40 Sociology
41 Other social sciences

42 Other

EDUCATION

General education
51 Elementary education
52 Pre-elementary/early childhood education
53 Secondary education

Subject area education
54 Agricultural education
55 Art education
56 Bilingual education
57 Business, commerce, and distributive education
58 English as a second language
59 English education
60 Foreign languages education
61 Home economics education
62 Industrial arts, vocational and technical education
63 Mathematics education
64 Music education
65 Physical education/health education
66 Reading education
67 Science education
68 Social studies/social sciences education

Special education
70 Special education, general
71 Education of the emotionally disturbed
72 Education of the mentally retarded
73 Education of the speech/hearing/vision impaired
74 Special learning disabilities
75 Other special education

Other education
80 Curriculum and instruction
81 Educational administration
82 Educational psychology
83 Student personnel and counseling
84 Other education

FORM SASS-2 (10-30-87)

2a. How many years of elementary or secondary teaching experience did you have prior to becoming a principal? *(If less than one year, enter "1".)*

039 _____ Years of teaching

0 ☐ None

b. How many years of elementary or secondary teaching experience have you had altogether?

040 _____ Total years — *Continue with 3a*

0 ☐ None — *Skip to item 4*

TEACHING ASSIGNMENT FIELD CODE NUMBERS FOR QUESTIONS 3a AND 3b

01 Prekindergarten
02 Kindergarten
03 General elementary

Special Areas

04 Art
05 Basic skills and remedial education
06 Bilingual education
07 Business education
08 Computer science
09 English/language arts
10 English as a second language

Special areas (Continued)

11 Foreign language
12 Gifted
13 Health, physical education
14 Home economics
15 Industrial arts
16 Mathematics
17 Music
18 Reading
19 Religion/philosophy
20 Social studies/social science

Science

21 Biology
22 Chemistry
23 Geology/Earth science
24 Physics
25 General and all other science

26 Special education
31 Vocational education
32 All others

3a. In your last year of teaching before you became an administrator, what was the field of your **PRIMARY TEACHING ASSIGNMENT**, i.e., the field in which you taught the most classes? *(Use the codes listed above to record your assignment field. If your teaching schedule was divided equally between two fields, record either field as your primary assignment field, mark box 1, and enter the second field in item 3b.)*

041 ☐☐ Primary assignment field code

042 1 ☐ Teaching schedule equally divided between two fields

b. Were some of your classes in other fields?

043 1 ☐ Yes — In what field did you teach the second most classes? 044 ☐☐ → *(Use the assignment field codes listed above.)*

2 ☐ No

4. What other positions, if any, did you hold before you became a principal?

Mark (X) all that apply.

045 1 ☐ Department head or curriculum coordinator
046 2 ☐ Assistant principal or program director
047 3 ☐ Guidance counselor
048 4 ☐ Athletic coach
049 5 ☐ Sponsor for student clubs, debate teams
050 6 ☐ None of the above

5. Prior to this school year, and since earning your first college degree, how many years have you been employed in each of the following positions? *(If less than one year, enter "1." If none, mark the box.)*

a. As the principal in this school?

051 _____ Years

0 ☐ None

b. As the principal in other schools?

052 _____ Years

0 ☐ None

c. In other school or district administrative positions?

053 _____ Years

0 ☐ None

d. In other nonteaching nonadministrative positions in elementary and secondary education?

054 _____ Years

0 ☐ None

e. In positions outside elementary and secondary education?

055 _____ Years

0 ☐ None

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6. **Aside from college coursework for a degree, have you had any of the following types of training for your current position?** *Mark (X) all that apply.*	056 1 ☐ Inservice training in evaluation and supervision 057 2 ☐ Training in management techniques 058 3 ☐ An administrative internship 059 4 ☐ None of the above
7a. **What is your annual salary from this school this year before taxes and deductions?**	060 $ _____ .00 Annual salary 0 ☐ Position is unpaid
b. **For how many months of the year are you employed as the administrator in this school?**	061 _____ Months employed
8. **Which of these benefits do you receive, in whole or in part, from this school (or district) in addition to your salary?** *Mark (X) all that apply.*	062 1 ☐ Housing or housing expenses 063 2 ☐ Meals 064 3 ☐ Tuition for your children 065 4 ☐ College tuition for yourself 066 5 ☐ General medical insurance 067 6 ☐ Dental insurance 068 7 ☐ Group life insurance 069 8 ☐ Car/transportation expenses 070 9 ☐ Pension contributions 071 10 ☐ None of the above
9. **Are you male or female?**	072 1 ☐ Male 2 ☐ Female
10. **What is your race?** *Mark (X) only one box*	073 1 ☐ American Indian, Aleut, Eskimo 2 ☐ Asian or Pacific Islander *(Japanese, Chinese, Filipino, Korean, Asian Indian, Vietnamese, Hawaiian, Guamanian, Samoan, other Asian)* 3 ☐ Black 4 ☐ White
11. **Are you of Hispanic origin?**	074 1 ☐ Yes 2 ☐ No
12. **What is your year of birth?**	075 1 9 _ _
Remarks	

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13. **For your most recent full week, what is your best estimate of the number of hours you spent on school-related activities during and after school hours?** *(Report hours to the nearest whole hour. If you did not spend time on a particular activity during the week, mark the "None" box.)*

School-related activities (1)	Hours spent (2)
a. Administration (budgeting, building management, scheduling, etc.)	076 _____ 0 ☐ None
b. Curriculum matters	077 _____ 0 ☐ None
c. Teacher supervision/evaluation	078 _____ 0 ☐ None
d. Working with teachers (other than supervision/evaluation)	079 _____ 0 ☐ None
e. Student discipline	080 _____ 0 ☐ None
f. Working with students and teachers (other than discipline)	081 _____ 0 ☐ None
g. Parent/community relations	082 _____ 0 ☐ None
h. Teaching classes	083 _____ 0 ☐ None
i. Preparation for classes	084 _____ 0 ☐ None
j. Fund raising/obtaining resources	085 _____ 0 ☐ None
TOTAL	086

14. **For each of the following matters, indicate whether it is a serious problem, a moderate problem, a minor problem, or not a problem in your school.**

(Mark (X) one box on each line.)

		Serious	Moderate	Minor	Not a problem
a. Student tardiness	a.	087 1 ☐	2 ☐	3 ☐	4 ☐
b. Student absenteeism	b.	088 1 ☐	2 ☐	3 ☐	4 ☐
c. Teacher absenteeism	c.	089 1 ☐	2 ☐	3 ☐	4 ☐
d. Students cutting class	d.	090 1 ☐	2 ☐	3 ☐	4 ☐
e. Physical conflicts among students	e.	091 1 ☐	2 ☐	3 ☐	4 ☐
f. Robbery or theft	f.	092 1 ☐	2 ☐	3 ☐	4 ☐
g. Vandalism of school property	g.	093 1 ☐	2 ☐	3 ☐	4 ☐
h. Student pregnancy	h.	094 1 ☐	2 ☐	3 ☐	4 ☐
i. Student use of alcohol	i.	095 1 ☐	2 ☐	3 ☐	4 ☐
j. Student drug abuse	j.	096 1 ☐	2 ☐	3 ☐	4 ☐
k. Student possession of weapons	k.	097 1 ☐	2 ☐	3 ☐	4 ☐
l. Physical abuse of teachers	l.	098 1 ☐	2 ☐	3 ☐	4 ☐
m. Verbal abuse of teachers	m.	099 1 ☐	2 ☐	3 ☐	4 ☐

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15a. Does this school have a formal teacher evaluation program?

100 1 ☐ Yes
2 ☐ No

b. Does this school have a particular program to help beginning teachers (e.g., a master or mentor teacher program)?

101 1 ☐ Yes
2 ☐ No

16. Using the scale 1–6, indicate how much ACTUAL influence you think each group or person has on decisions concerning the following activities —

(Mark the appropriate box on each line.)

	None → A great deal					
a. Establishing curriculum						
(1) School district/Governing board	102 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(2) Principal/Head	103 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(3) Teachers	104 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
b. Hiring new full-time teachers						
(1) School district/Governing board	105 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(2) Principal/Head	106 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(3) Teachers	107 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
c. Setting discipline policy						
(1) School district/Governing board	108 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(2) Principal/Head	109 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐
(3) Teachers	110 1 ☐	2 ☐	3 ☐	4 ☐	5 ☐	6 ☐

17. In general, how difficult was it to find qualified applicants to fill teaching vacancies for the 1987–88 school year?

Mark (X) only one box.

111 1 ☐ Not at all difficult
2 ☐ Generally difficult
3 ☐ Difficult in some fields — *Specify* →

Continue with 18

4 ☐ Does not apply; there were no vacancies — *Skip to item 19*

18. If a teaching vacancy could not be filled with a full-time teacher qualified in a course or grade level, which of the following methods did this school use to cover the vacancy?

Mark (X) all that apply.

112 1 ☐ Cancelled planned course offerings
113 2 ☐ Expanded some class sizes
114 3 ☐ Added sections to other teachers' normal teaching loads
115 4 ☐ Assigned a teacher of another subject or grade level to teach those classes
116 5 ☐ Used long-term and/or short-term substitutes
117 6 ☐ Used part-time or itinerant teachers
118 7 ☐ Something else — *Specify* →

FORM SASS-2 (10-30-87)

19. What is the telephone number and the time when you can be reached in case we have to clarify any of your answers?	119 Name *(Please print)* 120 Telephone number *(Area code and number)* Day(s) and time(s) it would be convenient to contact you, if necessary

20. Enter date you completed this questionnaire. →	Month	Day	Year 88

THANK YOU FOR ASSISTING US IN THIS IMPORTANT RESEARCH. YOUR TIME AND EFFORT ARE APPRECIATED.

Remarks

FORM SASS-2 (10-30-87)

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